

## September 9, 2020 Company Town Hall Meeting Transcript

Larry Merlo ([00:00:04](#)):

Well, hello everyone and welcome to our company town hall meeting. Over the past few months, we have engaged with one another more deeply and more honestly than ever is on this topic of social justice and equity for black people in America, and today we'll continue that dialogue. A little later, we'll be joined by a special guest, Ibram X. Kendi, he's a historian and author, and we'll have a discussion on what it means to be antiracist. Professor Kendi has helped countless individuals and organizations find a new way of looking at and talking about racist ideas and behaviors, and I think we all look forward to hearing from him shortly.

Larry Merlo ([00:00:47](#)):

Of course, these past several months have also brought the unprecedented challenges of living and working in the midst of the COVID-19 pandemic. And throughout this most unusual year, I've heard countless stories about the many ways that all of you have brought our purpose to life, helping people on their path to better health under extraordinary circumstances. And I'm just going to take a minute and share two examples of that with you today.

Larry Merlo ([00:01:19](#)):

This email comes from an Aetna member, and the Aetna member speaks about the role of Trent McKinney. Trent is a customer service rep from the Houston market. The member says, "Trent's service was most excellent. He has probing questions, which led me to share that I am blind. Trent went above and beyond to ensure that I had all the help I needed. He made easy work of my upcoming appointment by calling my providers ahead of time and providing them all of my pertinent information. For that, I am truly grateful."

Larry Merlo ([00:02:05](#)):

Another member shared that she would like to compliment Trent as he was of tremendous help. She added that she felt Trent made easy work of helping her despite being challenged by her limited English. He made great use of a translator. The member closed by stating that Trent was simply great and he made her day.

Larry Merlo ([00:02:28](#)):

This email recognizes one of our pharmacists, Victoria Mauer, at our Lincoln Boulevard store in Santa Monica, California. It starts by saying, "Victoria is simply outstanding. I'm a frequent customer and I've been so for several years now, managing multiple prescriptions for myself as well as my mother. Victoria is always eager to help me and answer my questions, any questions I may have. And I was reminded of this once again, last week when she made calls to ensure that a new dosage called in by my physician was correct and to make sure that I had enough stock in the medication until my new insurance coverage was approved. She also found the insurance company to make sure. Victoria is a truly caring professional who clearly takes pride in doing a good job for her customers. She represents herself and your company in the most reassuring and impressive ways, and I feel very fortunate to call her my pharmacist." So these are two great examples of our purpose in action and outlook. I know there are

thousands and thousands of more that are like that, and for that, I thank each and every one of you. Customer feedback is important and some is colleague feedback. And again, let me say thank you to all who took the time to take our colleague engagement survey this year.

Larry Merlo ([00:03:57](#)):

Our overall enterprise engagement, it remained strong at 82% favorable with some areas staying stable and some groups seeing great improvement. Our 2020 results are really a testament to the resilience and the commitment of each and every one of you.

Larry Merlo ([00:04:15](#)):

Now that said, we know that your experience and perceptions of working at CVS can be different, depending on where you are in our organization, what role you have, who you are, and that's why it's so important that we need to get feedback from so many of you and why we need to have conversations like the one we're having today. And with the survey results just in, the executive leadership team and I are in the process of reviewing the data and the comments. I understand where we're doing well, where we have improved, and where we can and need to do better. I ask every team to get engaged in the process of taking action on the surveys, and the first step is to schedule time to meet, identify a couple, one or two priorities that you can influence, make your priority and build an action plan and follow up periodically to talk about what progress have we made and update your plan as needed.

Larry Merlo ([00:05:17](#)):

Now, we also have a few important business updates to share with you before we welcome Professor Kendi. Our Caremark Chief Medical Officer, Sree Chaguturu, has the latest on our COVID-19 diagnostic testing program. And following that, Ryan Rumbarger, who leads our retail store operations, will discuss our approach to this year's seasonal flu. Chris Ciano, who leads our Aetna Medicare business, will then provide an update on the upcoming Medicare annual enrollment period, it starts next month. And then our Chief Diversity Officer, David Casey, will provide progress reports on our social justice and equity commitments before we dive into our discussion with Professor Kendi. So let's go ahead and get down to business.

Sree Chaguturu ([00:06:09](#)):

Thanks, Larry. I'm happy to be here to share an update on our progress in COVID-19 testing. Since our last company town hall meeting, we've continued to build on our commitment to making COVID-19 testing more broadly available. Since we launched our first drive-up test site in the parking lot of a CVS pharmacy store in Shrewsbury, Massachusetts in mid-March, through the end of July, we've administered approximately two million tests. Today, I'll share a brief update on our continued efforts to expand testing capacity for consumers, with a special focus on the elderly and underserved populations, disproportionately impacted by the virus. Then I'll dive a little deeper into our Return Ready program, a comprehensive customizable COVID-19 testing solution for employers and universities.

Sree Chaguturu ([00:06:55](#)):

Through our extensive presence in communities across the country, we're continuing to improve access to COVID-19 testing, working closely with federal, state, and local officials to provide seamless coordination, as well as administrative billing and logistical support. We now have more than 1,900 CVS pharmacy locations in 33 states, and the District of Columbia, offering no-cost cell swab testing. More

than half of the test sites we established serve communities with demonstrated need for support as measured by the Centers for Disease Control and Prevention, Social Vulnerability Index.

Sree Chaguturu ([00:07:33](#)):

Another part of our commitment to expanding testing capacity to underserved populations is in supporting the long-term care industry and providing access to safe and effective testing options. Our Omnicare business is currently providing COVID-19 testing for both residents and employees at long-term care facilities in Texas, North Carolina, and Pennsylvania. Building on these community solutions, our Return Ready program was launched earlier this summer to address a specific need. As the economy began to reopen, employers started looking to us for support in returning employees to work sites, but colleges and universities also started asking for our help in developing return to campus plans for this fall. Responding to these critical needs, we developed a robust COVID-19 testing solution to advance ongoing business continuity with flexible options, including drive-through testing at CVS pharmacy locations or bringing testing onsite at the workplace or school.

Sree Chaguturu ([00:08:32](#)):

At its core, Return Ready is guided by clinical consultation that allows organizations to choose who, how, where, and when to test and in consultation with their leadership, will help define testing cohorts and administer testing and other services based on their unique needs. The solution also includes clinician-informed protocols and guidance for symptom checking, temperature screenings, onsite licensed professionals for COVID-19 testing and support, turnkey communications toolkit for employees and students, integrated reporting and analytics across testing locations, and onsite immunization clinic with Centers for Disease Control and Prevention vaccination services such as seasonal flu vaccine, access to add-on solutions such as thermal scanners, digital symptom monitoring, and contact tracing technology. Just last month, we announced a further expansion of Return Ready, a strategic relationship with Salesforce that allows customers to use our program alongside Salesforce's work.com workplace management solutions, including wellness monitoring and manual contact tracing solutions. Together, these two solutions provide joint customers with a fully integrated and comprehensive return to work site or campus strategy.

Sree Chaguturu ([00:09:47](#)):

As of August 5th, more than 40 clients have enrolled in the program, and we have a strong pipeline of demand with more than 1000 prospects. One prominent example is Delta Airlines, which recently announced expansion of their employee testing strategy. CVS Health will provide onsite point of care testing for flight crews in their hubs, including major cities like New York and Atlanta. In addition, we're seeing an uptake in interest from colleges and universities, even if they aren't returning fully to campus this fall. Lynn University, a small private university in Boca Raton, Florida has integrated Return Ready and our point of care testing into their return to campus plans to welcome students back to campus two weeks ago. Our CVS Health presence and testing infrastructure has helped reassure their students and staff that they will be able to rapidly identify and hopefully, contain any outbreaks that may happen on campus.

Sree Chaguturu ([00:10:42](#)):

We recently heard from Lynn University that they had considered a number of testing partners, and they found our solution to be the most consultative and comprehensive available. They've leaned into

our guidance and clinical protocols as they firmed up their unique testing approach, and we're very proud of our ability to help them advance their educational mission.

Sree Chaguturu ([00:11:02](#)):

Across our enterprise, there is now tremendous focus on continuing to expand our Return Ready product, with a dedicated team supporting the effort. Our model truly transcends individual business units and is a great example of the power of our enterprise coming together. And now I'll turn it over to Ryan Rumbarger for an update on the flu season.

Ryan Rumbarger ([00:11:23](#)):

Thanks, Sree. Well, good afternoon. I'm Ryan Rumbarger, Senior Vice President of Retail Operations for CVS Pharmacy. I'm here to talk to you about our preparations for flu season and how you can get your flu shot.

Ryan Rumbarger ([00:11:34](#)):

CVS Pharmacy and Minute Clinic have been in the business of giving flu shots for some time, and it's usually one of those pull-out-the-playbook exercises, but, like many things, the COVID-19 pandemic has affected our approach to this important health care service. As we started our planning, we had a few big questions, how might people and community leaders think differently about the flu shot with the pandemic as a backdrop? What more can we do to keep our colleagues and our patients safe? And how can we support patients who have early signs of virus and need diagnosis and treatment for flu and/or COVID? As a pharmacist myself, I can tell you that getting a flu shot doesn't only protect yourself against seasonal flu, it contributes to the overall health of the community and minimizes the impact on health care resources like hospitals, and the public is taking this very, very seriously. In fact, we surveyed US consumers, and in July 66% of them said that they were likely going to get a flu shot. That's compared to 34% back in January before the pandemic began. In addition, 54% indicated that they plan to get their flu shot even earlier than last year, and we're already seeing that in our results.

Ryan Rumbarger ([00:12:43](#)):

In anticipation of this significant increase in demand, we purchased over 18 million vaccines, which is almost double the number of vaccines that we administered last year. These vaccines will be used in store for vaccinations and they'll be used for flu clinics that our local pharmacy and Minute Clinic teams use to support in their communities.

Ryan Rumbarger ([00:13:02](#)):

At the community level, we're working with state and local officials to enhance our offerings across the country. Massachusetts, for example, recently announced that most children going back to daycare or school this fall would be required to have a flu shot by no later than December 31st. In that state, Minute Clinic can vaccinate children as young as 18 months and our CVS pharmacies can immediately support the vaccination of children ages nine and up. We're reaching out to school administrators to help coordinate immunization clinics in local gymnasiums at school parking lots to help make it easier for parents to get their kids their required vaccination.

Ryan Rumbarger ([00:13:37](#)):

Whether in a store or in a clinic, we're taking additional steps to help patients and colleagues feel safe during the entire immunization process. All patients must wear a face covering and will have their



temperatures taken prior to the immunization. Pharmacists and Minute Clinic providers will wear PPE and follow enhanced cleaning protocols and immunization areas will feature floor signs to remind people who are waiting for a shot to remain socially distant from others.

Ryan Rumbarger ([00:14:02](#)):

Now, we strongly encourage all of our colleagues to get a flu shot at your local CVS Pharmacy or Minute Clinic. And as a reminder, flu shots are free for all CVS employees, regardless of whether you're part of a CVS sponsored health plan. And we've made scheduling this year easier than ever. You can schedule an appointment with a pharmacist by visiting cvs.com, by opening the CVS app, or by texting flu to 287898. You can also complete a digital intake form prior to your visit to limit in-person contact when you come into the store. Walk-in appointments are always welcome at CVS Pharmacy throughout the flu season. To schedule your immunization appointment with a Minute Clinic provider, visit minuteclinic.com or check the website to see if walk-in appointments are available in your area.

Ryan Rumbarger ([00:14:45](#)):

If you get sick, remember that the flu, COVID-19, and other respiratory illnesses can present with a similar set of symptoms, fever, cough, and body aches. If you or a family member are experiencing these kinds of symptoms, CVS Pharmacy and Minute Clinic can provide counseling, resources, testing, diagnosis, and provide or connect you with appropriate treatment.

Ryan Rumbarger ([00:15:06](#)):

Now, before I hand it off to Chris, who will provide an update on Medicare annual enrollment, I'd like to thank the entire cross functional team for the long hours that they have put in to create this new process and make sure that we're taking care of our customers and our colleagues. I'd also like to thank our pharmacists and our Minute Clinic providers for their dedication to keeping people on their path to better health in this coming flu season. Chris, over to you.

Christopher Ciano ([00:15:30](#)):

Thanks, Ryan. For those of you who do not know me, I have the pleasure of leading our Aetna Medicare businesses, which include our individual and group Medicare Advantage, PDP, and MedSup segments. It's great to be here today to provide you with an update on our readiness of the first of its kind, virtual Medicare Annual Election Period, or AEP, as we call it.

Christopher Ciano ([00:15:55](#)):

Historically, our business has been sold in person, at the kitchen table or at the local coffee shop, and it is a highly integrated, hands-on, and personalized sales experience. The pandemic has challenged us to work differently, and we think how we can meaningfully connect with existing and new members through new methods that include adopted digital tools like iPad video selling and enhanced communication approaches. Now more than ever, we have to be mindful of the challenges our members face with the enrollment process, and we must meet them where they are and where they're comfortable. Seniors remain scared and vulnerable. So while a cup of coffee and a handshake may not be possible, we are prepared to deliver a highly personalized and curated virtual selling experience.

Christopher Ciano ([00:16:55](#)):

Over the last few months, our local sales teams and brokers have been training and testing these new virtual tools, and we will predominantly be virtual this AEP, which is a little scary. Over the last 45 days,

these tools have been showcased at our fully virtual first of its kind, National Distribution Partner Conference and our internal AEP sales kickoff event. We received resounding positive feedback, demonstrating that the Salesforce is ready for the challenge and positioned to deliver.

Christopher Ciano ([00:17:29](#)):

One of our greatest advantages is the strength of our two combined organizations, which allows us to powerfully combine our unique capabilities and assets to create holistic, personal, and locally-based consumer experiences. Our 2021 Medicare advantage product portfolio and local market strategy reflects these strengths through a thoughtful, curated, local benefit design approach. For AEP this season, we're excited to build on that advantage with the pilot launch of 20 plus Medicare resource centers within the health hubs and retail stores across five states. These resource centers will accelerate our direct to consumer sales, support wellness and engagement initiatives, and enhance the overall member experience through onsite customer service. They will also be payer agnostic. Recently, we expanded the SilverScript PDP, pay at the store program, for a Medicare advantage and MedSup members, enabling them to pay their plan premiums at any CVS store. Our joint value proposition of actively beginning to integrate our retail assets, to make the health care journey easier for our members and customers, is truly exciting and will ultimately help us drive sales, retention, and loyalty.

Christopher Ciano ([00:19:04](#)):

Another reason I'm excited for this year's AEP season is for the second year in a row, we are leaning into a national marketing campaign. We have grown rapidly in Medicare. Since 2014, our individual Medicare advantage footprint has grown significantly, and today we offer products in 45 states to over 81% of covered Medicare eligible beneficiaries. Our scale has fueled our ability to invest in a national TV marketing campaign. So mark your calendars and be on the lookout as our Aetna Medicare brand will be promoted across the country with 375 TV commercials per week, starting in October.

Christopher Ciano ([00:19:51](#)):

I'm also happy to share that for the first time we have a national Aetna Medicare spokesperson, Olympic gold medalist, Dorothy Hamill, who's actually turning 65 this coming year. If you are a bit too young to remember her, Google her. She's a highly recognized household name. Dorothy is excited, just as we are, to be promoting holistic health and aging gracefully by endorsing our Medicare brand.

Christopher Ciano ([00:20:23](#)):

Our teams are fully engaged to make this AEP a success. We are meeting the challenges of these exceptionally difficult times head-on with discipline and agility and despite the pandemic, we are anticipating a highly successful AEP. So thanks, and I'll turn it over to David. He'll give you an update on our diversity commitments.

David Casey ([00:20:49](#)):

Thank you very much, Chris. I certainly hope that I can age as gracefully as Dorothy Hamill. I do, in fact, remember Dorothy Hamill very well. I'll do my best. But so good afternoon, everyone. We've committed to doing our role and playing our part in addressing social equity and social justice, and we're going to do just that. We're very well poised and positioned to do that. I'm going to share with you today a couple of milestones and a couple of progress markers that we've made so far as we began that journey. But before I get to that, I want to take a step back to reiterate and re-emphasize our holistic approach and our holistic definition of diversity and our approach to diversity management.

David Casey ([00:21:33](#)):

As you think about having a priority focused on one demographic, I think it's always important for us to understand that we serve and care for all demographics. So when you look at the four pillars of our strategic diversity management framework, it includes every single colleague in the company, they're aligned to business objectives, and there's the roles for everybody in the company to play. So it doesn't matter if you are a 64-year-old Latina, it doesn't matter if you are a 43-year-old non-binary military veteran, it doesn't matter if you are a 22-year-old white male, every single one of our colleagues is included and has a place in our diversity management strategy. And as we have this strategy in place before the killing of George Floyd, we will continue to have it in place and we will continue to manage and execute against that holistic strategy, in addition to our heightened and priority focus on social justice and equity.

David Casey ([00:22:38](#)):

So please, please know that it's not a matter of either or, it's a matter of both ends, and I think one of the best articulations of that is our colleague resource group program. When you look at the breadth and depth of the 15 colleague resource groups that we have, they pretty much cover every demographic in our workplace and including demographics of the people we serve. And as I mentioned earlier, that is one of the easiest-

David Casey ([00:23:03](#)):

And as I mentioned earlier, that is one of the easiest ways for every single one of you, to not just sit back and observe what the company is doing in diversity management, but to play at part. So just a quick reminder, that as we embark upon these SJ&E as I'll call them, commitments, we do have a holistic strategy that cares for our entire workforce and we need to make sure that we're paying attention to that as well.

David Casey ([00:23:26](#)):

So if we can go to the next slide, I want to jump into a progress update of some key milestones that we have hit to date. I'll remind everyone that while it may feel like a long time ago, it was just June 5th when we publicly announced what these commitments would be. And it was July that we stood up a set of 10 work streams and project teams to help us execute against these commitments and also put a program director in place to help us manage each work stream and manage across each work stream.

David Casey ([00:23:59](#)):

So a key component of our ability to really execute across all of these work streams, a couple of key components are going to be communications, you'll hear more about a finalized internal and external communications plan. I know some folks have been ready and waiting and anxious to hear what progress have we made. So we do have a communications plan in place, that will weave across all work streams to give you a regular cadence of updates. And we also have a change management strategy that we're standing up and I think that's critical. This is not just about coming up with a bullet pointed list of projects and initiatives that we need to execute on, it's also a matter of helping people understand and get in touch with their thinking about these topics and these issues, and also driving real measurable and observable behavior change. So if you think about all the projects and initiatives and you hear about the progress made, just know that communications and change management, will weave across all of those.

David Casey ([00:24:57](#)):

And you can see several things that we've put in place, that address our commitment to public policy and voice. We had our independent pause on social media advertising as we assessed whether or not the platforms that we advertised on, were addressing and dealing with hate speech and hateful content in the way that we would expect them to, which included a 238 point audit of those social media platforms. We've rolled out a voter registration and education campaign as part of our commitment to public policy. And I've been able to leverage our corporate voice in the civic process and duty that we all have in the election process. And we're in the process of comprising and putting together an enterprise dashboard. Now, keep in mind, this dashboard is not going to measure every single thing we've committed to in this space, the dashboard is really meant to be some high level metrics and some high level data points that we can look at to gauge progress against the commitments that we've made over this five year period.

David Casey ([00:26:03](#)):

And the dashboard will consist of four major components. One is going to be workforce representation, with a specific focus on leadership representation. We've been very open and honest and transparent that that is one of our biggest areas of opportunity, is senior leadership in the organization, so we are going to be tracking against that. The second bucket is inclusion and belonging, and really taking a look at the colleague experience here at the organization, primarily looking at how do we show up in the way of feedback through our engagement survey process? How do we show up in the way of engaging colleagues in our colleague resource groups, as a way to make a company of 300,000 people feel just a little bit smaller and make sure that everyone feels like they have a sense of home. We'll be looking at talent strategies, which will look at the entire life cycle of the colleague experience here at the company. How do we bring on talent? How do we retain talent? How do we grow and develop talent? So we'll be looking at that entire life cycle and some key metrics there and then diverse marketplaces, where supplier diversity will be the anchor of our metrics and data points on how we engage externally around this work. And as I mentioned, it won't measure everything, but we're in the process of figuring out how we take what already are over a hundred data points and put that together in a format that's digestible and meaningful to help us measure progress as we undertake this work.

David Casey ([00:27:29](#)):

Next slide. So let's look ahead. Let's look at the rest of this year and going into early 2021, what we can expect and what we hope to accomplish over that period of time. So one of the big undertakings, these are all big undertakings, one of our bigger undertakings is rolling out a unconscious bias, conscious inclusion, and anti-racism learning and development experience for our workforce. We have committed to making that a mandatory experience for all of our non-store colleagues and non-store colleagues will continue with a set of content training that they embarked upon about two years ago. So we have just finished up vendor presentations on August 28th, and we're in the process of finalizing those vendor presentations, going through the paperwork and making sure that we do our due diligence on bringing in the right partner. So you can expect a launch of those experiences over the next 60 days.

David Casey ([00:28:26](#)):

We also are the process of getting things in order to launch MLK days we committed to, we are very close, I think, by the end of Q one, to being able to cut the ribbon on one of our first faith based partners, in the way of a community based hiring a training center that we call a workforce innovation, and talent center, or WITC for short. So we're excited to be launching that in Pittsburgh and we've

committed to several other markets that are still under determination. And then we also are going to be looking at, right shortly after that, being able to launch a mobile capability in project health, which you may remember our free biometric screenings that we do in our stores today, but we are going to introduce a mobile capability to go deeper into our communities.

David Casey ([00:29:10](#)):

So as I mentioned, that is not every single thing we plan to do, but those are some key highlights. There'll be more to come in the way of our communications plan, so you will get more detailed information on the other work streams and the other initiatives that we have underway and we'll be communicating that both internally and externally. So that being said, I'd like to now move to the highlight of today's meeting, a conversation with professor Ibram X. Kendi. And professor Kendi, I'm going to read from your bio because I don't want to get it wrong and you have a lot of notable accomplishments that I don't want to miss any. So bear with me here for a second.

David Casey ([00:29:47](#)):

So professor Kendi is The New York Times bestselling author, the Andrew W. Mellon professor in the humanities at Boston University and the founding director of the BU Center for Antiracist Research. Professor Kendi is a contributing writer at The Atlantic and a CBS news correspondent. He is also the 2020-2021 Frances B. Cashin Fellow at the Radcliffe Institute for the Advanced Study at Harvard University. So we'll be spending the next 45 minutes with professor Kendi on the topic of how to be an antiracist. Larry Merlo and Lisa Bisaccia will co moderate with me and we'll have time at the end of our conversation for a question and answer session. Don't forget, you can email your questions to company town hall at cvshealth.com. So with that, Larry, I will turn it over to you to begin our conversation.

Larry Merlo ([00:30:46](#)):

All right. Well thank you, David, and welcome professor Kendi, we know how incredibly busy you are, and we really appreciate that you're able to join us here today. And as you educate on the topic of anti-racism, you start with a number of definitions, and by the way, several of us had the opportunity to read your book and you eloquently describe many of those. And I'd like to open up the conversation there, know how do you define what it means to be racist and what it means to be antiracist?

Ibram X. Kendi ([00:31:26](#)):

Sure. Well first, I just want to ... I'm honored to be a part of this conversation. In order to define what it means to be racist, particularly if you're asking as an individual, I first have to define a racist idea, which I define as any concept that suggests a racial group is superior or inferior to another racial group in any way, and also to say that this is what's wrong with a racial group, or what's right, or what's better, or worse, or connotations of superiority and inferiority. And a racist policy is any measure that is leading to inequity between racial groups.

Ibram X. Kendi ([00:32:18](#)):

And so I define a racist as someone who is expressing a racist idea or supporting a racist policy with their action or inaction and being an antiracist is the very opposite. And so a racist idea connotes hierarchy, racial hierarchy, then an antiracist idea, connotes that the racial groups are equals. If a racist policy is leading to racial inequity, then an antiracist policy is leading to equity. And antiracist thereby is someone who is expressing an idea of racial equality or supporting a policy that's leading to equity and justice.

Larry Merlo ([00:33:08](#)):

You've said of yourself and you articulated in your book, that you used to be racist, "most of the time." And can you talk, or was there a singular event that really had the impact that changed your thinking from being a racist, to becoming an antiracist?

Ibram X. Kendi ([00:33:32](#)):

So yeah, once we eliminate the term not racist from the vocabulary, we realize we're either being racist or antiracist. And once we realize that when we think that there's something wrong with black people, we're being racist, or when we are supporting policies that are harming a particular racial group, we're being racist, it allows us to really take an accounting of ourselves. And for me, there were many pivotal moments that had documented in how to be an antiracist, probably the most pivotal moment was when I was a senior in college and I was called into the office of an editor of a newspaper that I was interning at and I had just written a very critical piece of white people in my campus newspaper. And he decided to defend white people in telling me all the things wrong with my piece, and this was a black editor. And he went on and at one point he switched gears and stated that, "There are times in which I get pulled over in my sports car, and I hate it when I get treated like I'm one of them, N word."

Ibram X. Kendi ([00:35:12](#)):

And so that was a moment in which for me, I realized that I thought the way that he did. I thought that the problem was not police brutality, the problem was not racial profiling, the problem was black people. And so even though I was angry at what he said, how could I be angry at him, when I basically believed the same thing. And then it's striking in his example of, in those moments when he's getting pulled over by an officer because of the color of his skin, he's not thinking the officers the problem, he's thinking people who aren't even there are the reason why he's being inconvenienced or he's being harassed. And it just really goes ... I mean, so it was very revelatory for me, as there were other things that happened.

Lisa Bisaccia ([00:36:16](#)):

So professor Kendi, Lisa Bisaccia here, thank you for being with us. So you just described what sounded like a ... you described it as a revelatory moment, but probably a difficult moment for you as well. Hard for anyone to think of themselves as racist, labeled a racist, but how do we de-stigmatize that word to drive positive action, especially to make sure we drive action versus inaction?

Ibram X. Kendi ([00:36:42](#)):

Well I think there's a lot of ways which we have loaded the term racist, and so for instance, for the longest, I believed that people of color could not be racist, and I swore by that, just as many white people swear that they're not racist. So you take an American, depending on the color of their skin, they say that you guys can't be racist, are not racist. And one of the reasons why this term is so loaded, and one of the reasons why people don't want to accept that, yes, indeed, when you were not challenging racism, you were not being antiracist and thereby, the only other alternative was being racist. It's because we've been taught that a racist is not what a person is being, it's who a person is. It's essential to a person, it's in a person's heart, it's in a person's bones. That's why we have both Republicans and Democrats saying, "I don't have a racist bone in my body."

Ibram X. Kendi ([00:37:53](#)):

We also believe that it is not just essential to who a person is, that a racist is essentially an evil person, a horrible person, a bad person, a person who hates black people, a person who is in the Ku Klux Klan, or in a Neo Nazi organization. And that's "not me." I have black friends. I'm a Democrat. I live in the North. And all of those identity characteristics do not matter, all that matters is what are we expressing and what are we doing? And then the term describes what we're expressing or what we're doing, or we're not doing.

Ibram X. Kendi ([00:38:38](#)):

Another way to understand this is it simply is a diagnosis. So when someone is diagnosed with a disease, they don't think that they essentially have cancer, they think that I have cancer. They don't think that the doctor who told them that they had cancer, and it hurt them deeply, it hurt me deeply if my doctor told me I had cancer, people don't believe that that doctor is trying to hurt them, even though they feel hurt, they believe the person is trying to help them, to heal them, to get them to essentially heal themselves, or in the case of being racist, to get them to stop hurting somebody else. And so we just have to completely reorient our relationship to the term racist.

Lisa Bisaccia ([00:39:31](#)):

So when we talk about bringing it to the workplace, a couple of questions, if I might, calling out if you are on the journey to become more aware, calling out when you see people behaving in a racist way, or calling out racist policies, calling out racist commentary, that can make people uncomfortable, both, you try to give the feedback, as well as the recipient of the feedback. What are small things we can do to get it started, or what are examples that you've seen that we should be aware of, that we should look to change, that might be common in large organizations or workplaces?

Ibram X. Kendi ([00:40:12](#)):

One of the reasons why it can become very divisive to describe someone as being racist or describe an idea or policy in a large company, or even in a small company as being racist, is because typically the person is going to say, "No, no, I'm not being racist, or, no, no, I'm not racist." Which means that those two people are fundamentally arguing over definitions. That's what they're doing. Because if one person is describing and act as racist and another person is describing the same act as "not racist" then they have a different definition of the term racist. And so what an organization can do, what a large company can do is eliminate the arguments over definitions. So how can a large organization do that? They can take their diversity statement and add definitions to the diversity statement that are collectively agreed upon, so that individual folks aren't arguing over definitions, as we so often are in our companies, as we so often are in societies.

Lisa Bisaccia ([00:41:28](#)):

Thank you.

David Casey ([00:41:32](#)):

So professor Kendi, first of all, thank you for bringing a breath of fresh air into this diversity dialogue and narrative. Many of us have been doing this work for quite a while and it's nice to have a fresh perspective and a fresh view, fresh language and dialogue around this, so thank you for that. And I'm going to go out on a limb and say that this is probably something you've heard before, this is something I've heard before, when somebody says, "I don't see color." Can you describe how at best, that's not helpful, and worse, it may be harmful and may go against the ideals of being antiracist?



Ibram X. Kendi ([00:42:22](#)):

So to be antiracist is to not just recognize racial equality in terms of sameness, in the sense that we're all human, no matter how dark or white our skin, no matter how straight or kinky our hair is, no matter the sizes of our nose and lips, no matter the way in which we look, we're all the same, we're all human, but to be antiracist is to simultaneously recognize and equate difference. And I think that's what makes it deeply complex because it's easy to just say, "Everyone is the same," and to be antiracist is to act like everybody's the same, but the fact of the matter is that what makes humanity beautiful, what makes humanity great, are all of these differences in the way people, look differences in people's cultures. And so to be antiracist is to see those differences and to appreciate them and to level them and to not essentially say that we are all one, so we are simultaneously all one and not all one. And I think that's what's critically important.

Ibram X. Kendi ([00:43:41](#)):

The other thing I would say is people believe that those of us who are identifying by race, and those of us who are identifying racism, are the ones who are really being a racist. And then they say, "I'm colorblind. I don't see race. And it's those people who see race and talk about racism, who are the real racists." And then they say, accurately, that there's no such scientific or genetic concept of race, so why are we even talking about race? But the problem with that is if we don't identify by race, then we're not going to be able to collect racial data. And if we can't collect racial data, we're not going to be able to see racial disparities. And if we can't see racial disparities, we're not going to be able to see racist policies. And so we'll live in a society of racial inequities all around us and not even know it.

Ibram X. Kendi ([00:44:52](#)):

And that's precisely the society we lived in in March, when you had all these Americans calling COVID-19 the great equalizer, because nobody knew because we didn't have racial data that showed that black and brown and Latinx people were being infected and killed with higher rates.

David Casey ([00:45:16](#)):

Yeah, thank you for that. So we've got a wide swath of our company on the line today representing multiple business units, representing multiple geographies. As you think about how companies, this work blends over into our personal lives as well, but as you think about how companies can go about not just having policies that are non-racist, but antiracist, and you think about all the different facets of our business, how can companies think about addressing policies, assessing policies and making them antiracist versus just non racist?

Ibram X. Kendi ([00:45:54](#)):

So I think what many companies do when they're thinking, let's take it off race.

Ibram X. Kendi ([00:46:02](#)):

When they're thinking, let's take it off race for a second, and what great leaders do when they're trying to decide, "Okay, there's a problem here and I need to fix it, and I don't know which policy direction is the best way to go." What do great leaders do? They try to assess or forecast or predict the impact of different sort of policy routes? Because they know that every sort of policy choice they make, it's going to have an outcome, it's going to have an impact. And obviously they're going to want to make a choice that has the desired outcome and that's pretty normal, that's considered common sense.

Ibram X. Kendi ([00:46:48](#)):

We can do the same thing as it relates to racism. We can basically say, "Okay, you know what, what is the impact of this policy? Is it leading to inequity or equity? Are we as a company committed to equity or inequity? So I'm committed to equity. So I'm going to favor the policies that are actually leading to equity between groups." And so it's really in the same way we do predictive modeling, in the same way we assess the impacts of our policies, that's precisely what we should be doing as it relates to our racial policy.

Lisa Bisaccia ([00:47:26](#)):

So there are many things that are complex in what you teach, but one of the ones I found complex that I had to get my head around was this notion that an individual, me personally, a person can be racist one moment, but antiracist the next. That it's not a fixed identity, it's fluid, it's dynamic. Why is that? What causes that?

Ibram X. Kendi ([00:47:53](#)):

So I think first it is due to the fact that we're complex people. And as it relates to health care, we couldn't believe that, you know what, the reasons why black women are dying at higher rates from breast cancer is because they have less access to mammograms, less access to preventative care or their doctors aren't being as responsive or they have less access to medical insurance. But then when it comes to police violence, when it comes to why Black and Brown people are dying at higher rates, that same person can say, "Well it's because Black people are so reckless with the police, it's because that person was so reckless with the police."

Ibram X. Kendi ([00:48:44](#)):

This is the same person. So in other words, when that person is talking about the cause of disparities as it relates to breast cancer deaths, they're being antiracist. But then when they're talking about police violence, because they're saying there's something wrong with Black people and that's why we're dying at higher rates, they're being racist. Or you take an abolitionist, to take you way back. Abolitionist, on the one hand, many of them were saying that slavery is evil and it needs to end right now, and they were advocating for immediate emancipation, which is obviously an antiracist policy. So in those moments, they were being antiracist. In some of the same speeches, even the same paragraph of the same speech, they would also say the slavery is so evil it has made Black people into brutes, those people are brutes. So when they would talk about Black people as being brutes, they were being racist.

Ibram X. Kendi ([00:49:43](#)):

Or you take a person today who says, "You know what? I don't think we should have border walls. And I think that people who are coming to this country from Honduras and El Salvador should have a pathway to citizenship. There should not be this massive force that's running after them as if they're violent animals and rapists. But then again, I have a serious problem whenever they try to speak Spanish, because there's something wrong with that language and all Americans should be speaking the same language, English." And then in the next conversation they'll say, "You know what makes America great, is because it's a multicultural nation." Right? And so this is the same person, right? And I think that it's important for us to realize that, and that is why people have both racist and antiracist ideas, they support both racist and antiracist policies, and so if a person has both, we can't call them essentially racist or antiracist, right? But what we can say is when they're expressing that racist idea they're being racist, when they're expressing that anti-racism idea, they're being antiracist.

Lisa Bisaccia ([00:51:01](#)):

So this sounds like a journey of self-awareness as well, to realize that you can simultaneously have both and to just be aware of when you're going to one side or the other. One of the discussions that we've had over the summer as we have renewed our commitments to our colleagues and our communities around diversity is the notion of the antiracist principles applying to more than racism. In other words, how do you think about them applying to gender, to male to female dynamic, or to ethnicity, Latinx, Asians, Native Americans. Do you think of racism as strictly being around African American or Black people of color, or do these principles extend to any differences among people?

Ibram X. Kendi ([00:51:57](#)):

Oh, they extend. I mean, I think that you have people who study anti-Native racism, you have people that anti-Latinx racism and anti-Asian racism. You have whiteness studies that really speaks about the ways in which the concept of white trash, is it in a racial slur? Particularly, when it's wielded by white middle income people to imagine that they're superior to this other racial group of white poor people. But then as it relates to racism, as I write in *How to Be an Antiracist*, if you believe, for instance, that... Let's say you're a woman and you consider yourself to be an advocate for women's rights, but you believe that the prototypical woman is white, then whose rights are you really going to advocate for? The rights of white women. And so whose rights are you not advocating for? The rights of nonwhite women? And so are you really being a feminist? Are you really advocating for women's rights if you're really only advocating for the rights of one group of women?

Ibram X. Kendi ([00:53:19](#)):

And just like as a Black male, let's say I, as a Black male, looked upon Black men as prototypically Black people. So when I was advocating for the rights of Black people, I really was only advocating for the rights of Black men. So who was being left out? Black women. And so you see in both cases you can have Black men and white women, Black men saying they're advocating for Black people, white women, saying they're advocating for women. In both cases they're advocating for Black men and white women and so Black women in both cases are being left out and no one's fighting for them, which has having to force them to fight for themselves to challenge the racism and even the sexism coming from both groups.

Ibram X. Kendi ([00:54:07](#)):

And so I just think it's important for people to realize that each one of us has not only a racial identity, a gender identity, an ethnic identity, every ethnic group is racialized in the United States. And typically within each sort of race there are all these rankings of ethnic groups, which has imagined that certain Latinx groups are superior to others. What's imagined that Nigerian Americans are superior to African Americans or African Americans think that they're superior to Nigerian Americans. And so they're all these sort of notions of superiority and inferiority as it relates to our racialized ethnicity, to our genders, our classes and that's why it's a little complex.

Lisa Bisaccia ([00:55:01](#)):

So it is, thank you.

Larry Merlo ([00:55:06](#)):

Professor Kendi, if I maybe just take a minute and go back, as Lisa and David pointed out, we had a lot of communication with our colleague resource groups, we had town halls and we spoke openly about what

was happening in society. What was happening around us following the killing of George Floyd. And many of us got countless emails and I personally was impacted by many of the emails that... And I shared this with our colleagues, and we probably have 25,000 of our colleagues that are on this town hall right now. And I talked about the emails that I got and there was a common denominator that most of those emails, people wanted to self-identify.

Larry Merlo ([00:56:09](#)):

They started the email with, "Larry, my name... I'm so and so, and I am a white female, okay?" "I am a Black male." "I am..." And it went on And they talked about how they were feeling about what was happening around them. And I think the correspondence had an impact on leadership in terms of look, this is another example of what probably, we can go back five or six years with the killing of Freddie Gray in Baltimore, okay? And all of the subsequent events that followed that and what has really changed around us?

Larry Merlo ([00:56:56](#)):

And that's when we started doing a lot of work in terms of, we've got a number of things in our company and let's spend the next 30 days really understanding what's working, what's not working, why isn't it working and what's missing. And we've got a real commitment to keep this alive in our organization in an effort to advance what we know is right, okay? And it's probably a two part question that, as we think about that objective, what are the important things to keep in mind as the conversations continue in the workplace? And how do we deal with our colleagues who are simply not interested in expanding their understanding of racism? We've got 300,000 colleagues, I don't want to believe this, but the reality is we probably have a few that don't want to partake in this discussion, how do we change that?

Ibram X. Kendi ([00:58:06](#)):

So for me, I think your second question, one of the things that I'm trying to explain to Americans, particularly those who feel that their entering into this conversation is fundamentally going to be an indictment on them and that all we're going to essentially do is talk about all the things wrong with them or all the things wrong with America. And they don't want to be a part of that, and of course, people have different sort of reasons why. But one thing I'm trying to explain to Americans, and I even use the analogy of rain, and how in many ways Americans to be born in this country is to literally have racist ideas rain on our head consistently and constantly. And certainly not having an umbrella to the racist ideas themselves, making us believe we're dry. And so we're just walking through society completely soaked in racist ideas believing we're dry. And then someone else comes along and says, "Hey, you're actually wet. Here's an umbrella." And it's hard for people to be like, "I'm actually wet?" Because the racist ideas convinced them that they're actually dry. And it's hard for them to even see how all of the sort of water that is leaking from them are causing other people to trip up. Because they're focused forward, they're not really seeing the impact of their actions and ideas. And so we're bringing folks umbrellas, but then we're also causing them to really take a 360 view of what's the way in which they are sort of experiencing the world. But then the key to that analogy is what? Somebody else is raining these ideas, right? Someone else trained you to think this way, to be this way. You weren't born this way, we can create a different type of America where people aren't trained to think that these inequities and disparities all around us on normal. That the problem is... We can create a different America where we view the racial groups as equals.

Ibram X. Kendi ([01:00:49](#)):

And so I'm saying that all say... Larry, sorry for that. I'm saying that all to say that in many ways, Americans don't realize the ways in which they are simultaneously victims and victimizers, right? Because again, if you've been taught to be racist and you don't even know it, and someone comes along to share that with you, the key is for you to be upset. When I started having these revelations about sort of myself, I just got upset. Somebody taught me things that were wrong and why did they teach me that? And that's what of course led me down to my research path. But I think people should be encouraged to be a part of these conversations because so many people, particularly throughout the course of this nation's history have been manipulated by fear, had been manipulated by lies, have been manipulated to not sort of hold their fellow woman and man in communion, and we need to turn the page on that chapter.

Lisa Bisaccia ([01:02:02](#)):

So Professor Kendi, it's Lisa, we are starting to get some questions in from our colleagues out in the community. And one of the themes that's coming up is, what can we do? So what are some practical applications? What can people do in their daily lives, whether it's personal or professional to help identify the need for change, address it and drive it? And in particular, for folks who live in areas where their local demographic doesn't show a lot of diversity, where they don't have the opportunity to interact with a lot of diversity, in your experience, in your research and talking to people, what are some specific actions people might consider taking?

Ibram X. Kendi ([01:02:49](#)):

So I think that individual folks can, if we haven't been systematically taught to understand racism or even understand the lives of what Native people or Latinx people, or Black people or any group of people are facing, we can read books to learn it, right? We can also, if we're in a more homogenous, let's say an homogenous white community, that doesn't mean that we can't leave our community and go to other communities and go to events in other communities and join organizations in other communities. That doesn't mean we can't read a novel on Black life, right? That doesn't mean we can't ensure that our children have an extremely diverse set of books that they're reading in our homes since our community is not sort of diverse. That doesn't mean we can't support a nearby racial justice organization that's fighting racism, whether we're supporting them through our financial sort of resources or we're supporting them by volunteering or somehow our expertise.

Ibram X. Kendi ([01:04:03](#)):

But ultimately this starts like with anything else with our own self education. And it starts with us thinking about, "Okay, what do I have to get to this larger struggle for equity and justice? What do I have? And what can I give? And how can I get that?"

Larry Merlo ([01:04:22](#)):

Professor Kendi, a lot of questions are coming in and several of them are under the topic of family questions, parenting type questions. We've got a lot of parents, and I'm going to read two of them and let you take it from there. But the first question is, what age should we really begin to teach anti-racism to our children? And then the flip side of that is, another question that came in, how do I change the attitudes of somebody who is in their 70s or 80s? And it goes on to say, because I have already proven that arguing or silence are not the right answers, so I think some folks are looking for some help there.

Ibram X. Kendi ([01:05:13](#)):

So let me say, I think one of the most beautiful moments that I've had with readers of *How to Be an Antiracist* is which I've had folks in their 80s and 90s who've come up to me or sent correspondence to me that said that they realize that for 80 years of their life, they were being racist. But they're not going to die being racist, they're going to live these last few years striving to be antiracist.

Ibram X. Kendi ([01:05:51](#)):

And obviously it's just if an 85 year old woman can admit that, and recognize that and declare that than any one of us can. And I think the way we do it though, with our parents or grandparents and our loved ones is first and foremost to be very sort of concise, we have to make sure our relationship is strong and there's mutual trust and respect. And then we also have to work with them to define terms. They need to define racist and antiracist for themselves, so that they can apply that to themselves. To guide someone is really helping them guide and understand themselves, not telling them who they are. People need to realize who they are for themselves.

Ibram X. Kendi ([01:06:43](#)):

And then I think to your first question about children, the studies show that as early as six months are kids are seeing and understanding race. As early as two to three years old our kids are basically functioning on racist ideas, choosing who to play with based on the kids' skin color and other sort of mechanisms. So if we're not talking to our kids about being antiracist until they're seven, then that's a four year presumed gap. So for me, I advocate for parents to teach anti-racism as early as possible, just as they teach love and kindness and all these other sophisticated concepts. Kindness is quite sophisticated, as many of you know, there are adults who are still not kind. Who still haven't learned what it means to be kind. And so I don't want anybody to shy away, or how do I do it? Because it's certainly something that's age specific, but the intention is the most important thing.

Larry Merlo ([01:07:51](#)):

Professor Kendi, there's a, I'll call it a related question that has come in, that we talked about our role as parents and there's a question that came in, what role does the education system play? Our schools, our teachers, in addressing this issue and what should we count on them? How can we advocate for more and what would that be?

Ibram X. Kendi ([01:08:18](#)):

So I'm happy this was asked and I'm happy you asked this after that previous question because part of the struggle with raising a child to the antiracist is we're confronting in many ways an educational system that is raising them to be racist. I mean, just to put it frank. And so in many cases, you don't have a teacher or an educational system that is nurturing the same ideas that you are. You have a teacher that's saying, they're color blind and they're not going to talk about race, as an example. So I do think it's important to advocate for your child, it's important to ask teachers, what they're doing, to look at the curriculum, to...

Ibram X. Kendi ([01:09:03](#)):

What they're doing to look at the curriculum, to understand whether the curriculum is diverse ... This needs to be another way in which we're advocating for our child, if folks are already advocating for their children, but we need to think about the big picture too. And so one of the reasons why I'm sort of leading a center for antiracist research at BU, and one of the reasons why I always urge people to think about supporting organizations and centers, is because these are the entities that can change policy,

that can make it easier for you, that can make it better for the greater community. Because we need both. We need the individual actions of people, but then we also need policy changed to build a more equitable society.

Speaker 1 ([01:10:02](#)):

So there's an ongoing duality of a life that matters. So how do we navigate the conversation, the narrative and dialogue, between All Lives Matter and Black Lives Matter?

Ibram X. Kendi ([01:10:23](#)):

Sure. It's interesting that the term All Lives Matter is a reactionary term. It's in reaction to people saying Black Lives Matter. And the reason why I mention that is because, black people are dying and have been dying at disproportionate rates from police violence, just as this year, they're dying at disproportionate rates from COVID-19. And so black people have been saying, "You know what? Our lives matter. We should not be dying at such astronomical rates." And the response hasn't been, "Okay. That is a huge problem, that black people are dying at disproportional rates." The response by some people have said, "Well, what about us? Well, what about me? You're not talking about me." But we're not talking about you because your group isn't dying at as high rates as this other group.

Ibram X. Kendi ([01:11:27](#)):

And so, to me, it's just like, if you or I declare to the world, because there's something happening with our child, that our child's lives matter, and then somebody else, instead of having empathy, responded, "Well, what about my child?" It's the same sort of inhumane response. And I think the response to Black Lives Matter should be empathy, and All Lives Matter is not a response of empathy.

Lisa Bisaccia ([01:12:02](#)):

I have a question that's come in. You spoke a little while ago about, I asked you about how people could be racist one moment, antiracist the next. And you gave a couple of examples about someone who might be advocating for women and not realize they're only advocating for a subsection of women and not all women. How do you translate that when you think about the intersection of race and class, or race and religion? This whole intersectionality discussion that has come up, is that a continuation of your thought? Is there a difference when it comes to religion and class, do you think?

Ibram X. Kendi ([01:12:40](#)):

Yeah, so it was in the 1960s that the population of Americans who were receiving government assistance started transforming from white folks predominantly to disproportionately black folks. At the same time, the narrative shifted to the white folks were deserving of assistance and they are impoverished because of larger societal forces, to these poor, black people, particularly these poor, black women, are undeserving and they're poor because of their own cultural, behavioral deficiencies.

Ibram X. Kendi ([01:13:33](#)):

And so it's just a demonstration of how there are specific racist ideas that are targeting black, poor people. In other words, people believe that white, poor people are superior to black, poor people. And so this isn't just about white people being superior to black people. Just as people believe that that white elites are superior to white, poor people and black elites are superior to black, poor people. So to be antiracist is to challenge those ideas, is to challenge the policies affecting those people too.



Ibram X. Kendi ([01:14:24](#)):

So yeah, intersectional theory is absolutely critical to being antiracist.

Larry Merlo ([01:14:31](#)):

Professor Kendi, there's a lot of questions coming in and I think it centers around the theme that one of the things that we talked about, David touched on it earlier, is, we need to use our corporate voice to advocate for forward moving policies. And a couple of the questions that have come in, in a variety of different ways, some are focused on recognizing the type of company that we are, the industry that we're in. How can we make health care more antiracist and in what policies should we be advocating for?

Larry Merlo ([01:15:14](#)):

And then there are questions around, you know, just taking the broader concept around, are there policies that are high on your priority list that you're looking for corporate America to step up to and lead the charge?

Ibram X. Kendi ([01:15:34](#)):

So I think as it relates to health care, I'm a huge proponent of high quality free health care for all. I think that there are two major disparities that having the system in which everyone has free health care, but not only free health care, but high quality health care, would eliminate.

Ibram X. Kendi ([01:16:02](#)):

First is, as you know, there's massive disparities in insurance rates and uninsurance rates, or I should say under-insured rates, that would be eliminated. And then there's also what's called trauma deserts, in which certain people, particularly black people, even middle income black people, are less likely to live near high quality, particularly lifesaving, trauma care. And so they're less likely to live or more likely to live further away from trauma centers. You know, just like people have talked about how rural black, and even rural white communities, just as some urban communities, are simply under resourced in terms of health care.

Ibram X. Kendi ([01:16:48](#)):

And so every single American, no matter their race, no matter their gender, no matter their wealth, should have access to high quality, preventative and lifesaving sort of care. But we simply don't right now. And policy can change that.

Ibram X. Kendi ([01:17:05](#)):

And if the COVID-19 pandemic has shown anything, it's also shown us that there are other factors that lead to racial health disparities outside of the health care system. Taking an example, a study from a few months ago found that black death rates, that the factors that were causing black people to die of higher rates from COVID-19 that were actually more predictive than preexisting conditions, was not only access to health care, access to health insurance, but also employment status, but also meaning obviously black and brown people are less able to work from home, but also air and water pollution in one's neighborhoods, which was also a predicted factor.

Ibram X. Kendi ([01:18:03](#)):

And so I think that you have some counties, you have some companies that are recognizing racism, literally, as a public health crisis. And I think that's important.

Ibram X. Kendi ([01:18:15](#)):

I mean, other priorities, you know, obviously, I hope most people on the call are committed to democracy, and I'm committed to passing policy that makes it function, that voting could literally become a right as opposed to a privilege. And so, how do we make registration automatic? How do we make all election days holidays? How do we encourage, for instance, the federal government to provide replacement salaries so that people can go and vote on election day? How do we make it such that people can vote in every capacity that they can bank? Not just at the bank itself, but also over the phone, but also online. This could eliminate voter suppression or drastically reduce it.

Ibram X. Kendi ([01:19:20](#)):

I mean, I am a huge advocate of, when we're thinking about racial inequality, why can't we think of policies that would eliminate racial health disparities? Why can't we think about policies that would eliminate voter suppression? Why can't we think of policies that would eliminate police violence? Why can't we think that big? Americans in the 1850s who were advocating against slavery, they were thinking that big. "We want slavery to end." We can think big today, and certainly, industry can think big, because industry is consistently thinking big in order to survive.

Larry Merlo ([01:20:05](#)):

David, we'll give you the last question.

David Casey ([01:20:08](#)):

Okay. So Professor Kendi, as you have traveled around the country, and you've had this conversation, a two part question for the last question, if you'll indulge me; what have you learned and how do you find that your perspectives and contents, your framework, is being received?

Ibram X. Kendi ([01:20:34](#)):

I think to the second question, it's been well received. You know, certainly my wife tells me, "If no one's upset at you, you're not really saying anything." So there's certainly many people who are upset at me.

Ibram X. Kendi ([01:20:57](#)):

But, at the same time, there are many people who have just told me and shared privately and publicly that they see themselves differently and see their country differently, and they want to change themselves and change their country, and that they believe it's possible and they're hopeful, and they have a very clear sense of a way forward.

Ibram X. Kendi ([01:21:23](#)):

And so there's really no greater compliment, really, than that. I don't really look for people to say, "Oh, the book was so well written." I mean, what I want as a writer, as a thinker and a scholar, as an educator, is to educate people. So that's certainly been great.

Ibram X. Kendi ([01:21:44](#)):

And I've learned that many people are indeed open to changing, if you can sort of show them, in a clear way, a path that would be sort of helpful. And the reason why I'm saying that is because, I think, particularly among many people who do the type of work that I do, there's a tremendous level of cynicism. And I had a tremendous level of cynicism. I remember when I wrote *Stamped from the Beginning*, which was my second book, which did quite well, I remember my wife, Sadiqa, telling me that, "You know what? This book isn't half bad", which is really a good thing for her to say, right? And she thought it was going to do really well. And I actually got upset at her for saying that, because I'm like, "There's no way America is going to receive a book like this." Just as I was very concerned about *How to Be An Antiracist* because of a level of cynicism. And so I think seeing the reception to these books, seeing the reception to other people's books who are writing on similar topics, seeing the fact that 76% of Americans, according to one study, if it's representative, in June, said that racial and ethnic discrimination is a big problem, knowing that, as one writer for *The Atlantic* wrote recently, that we may have our first antiracist majority in American history, it's all things that I'm hopeful about. And I'm hopeful that the type of America that will pass down to our children is going to be different than the one that was passed down to us.

Larry Merlo ([01:23:44](#)):

Well, Professor Kendi, we can't thank you enough for the time you've spent with us today. We appreciate your perspectives and wish you continued success, and we've got a lot of work ahead of us. So, thanks again.

Ibram X. Kendi ([01:24:01](#)):

Definitely, thank you so much, Larry and David and Lisa. Everyone take care.

Larry Merlo ([01:24:09](#)):

So I have a few thoughts that I'd just like to share as we bring today's conversation to a close, and one of the things, I am reflecting on what the professor talked about, I'm reflecting on spending time reading his book, and I'm trying to figure out how to sum up what I think I've learned. And I think I would sum it up that, you know, we talk a lot about stereotyping, and in the professor's book, he talks a lot about how racism is defined by many people as to where they live, where they shop. And he goes through several of those dimensions that I think many of us take for granted. And it got me thinking, what are my stereotypes? And it got me thinking where I have been stereotyped by other people. And David and Lisa, I would say that ... I think there were many elements that the professor talked about today that really speak to that, and maybe a takeaway is, ask yourself the question, "Are there things that I stereotype? What are they? Why do I stereotype them? And is it a trap that I'm falling into?"

Larry Merlo ([01:25:37](#)):

So I leave you with that thought. And look, as David pointed out, we're off to a good start on our strategic diversity management objectives. But once again, as I just mentioned with the professor, we have a lot of work ahead of us, and rest assured that we're holding ourselves accountable and we'll continue to provide updates as to the work that we're doing. It's a journey. We talked about that at the last town hall meeting. And each day, we'll get better at breaking down barriers, breaking down racism in our company and in our communities.

Larry Merlo ([01:26:17](#)):

The other thing I just want to acknowledge is that, it's probably where I started the meeting, there's no question that this has been a challenging year. And I've talked to a lot of people outside of our organization over the last couple of weeks in some virtual events, and everybody says the same thing: that this is a year that was not in the business plan back in January. And it's been a challenging year. But, again, we have risen to the occasion and we've delivered, and again, I thank you for your commitment.

Larry Merlo ([01:27:01](#)):

And look, we're going to have a challenging fall period, and I think Ryan and Chris talked about some great plans that we have in terms of dealing with not just COVID, but the seasonal flu, as well as the all-important open enrollment period with Medicare. And Sree and his team have done a great job with testing, not just in our retail sites, but with our Aetna Caremark clients and other people who aren't even clients today who have heard about it. So there's a lot that we have all of you to thank for.

Larry Merlo ([01:27:44](#)):

So with that, that concludes our town hall. We'll send cascade materials to our leaders, so you could share some of the concepts, some of the things that we've discussed today with your team members who were not able to attend. So once again, thanks for all you do, taking care of our customers, patients, members, clients, and each other, and have a great rest of the day.

# Conscious Inclusion

## Intersectionality Discussion Guide

**Purpose:** This discussion guide will aid you in having a conversation with your team about your learning from the Conscious Inclusion Learning Experience. You can choose to hold this conversation as a primer before your teams go through their learning experience journey or after your team has completed their learning experience to reinforce the learning.

**Objective:** Participants will apply the concept of intersectionality to better identify visible and nonvisible aspects of diversity, define unconscious bias and identify biased behaviors



### Timing

**30 mins\***

\*potentially more time if team exceeds 5-10 people



### Agenda

- |          |                         |               |
|----------|-------------------------|---------------|
| <b>1</b> | <b>Who am I?</b>        | <b>10 min</b> |
| <b>2</b> | <b>Unconscious Bias</b> | <b>10 min</b> |
| <b>3</b> | <b>Discussion</b>       | <b>5 min</b>  |
| <b>4</b> | <b>Next Steps</b>       | <b>5 min</b>  |

## 1 Who am I?

*10 minutes*

Being cognizant of bias is the habit of becoming mindful of personal and organizational blind spots and self-regulating to help ensure fair play. When we walk in others' shoes, we can address the needs of others in the way most meaningful for them.

Have colleagues on your team fill out the "Who am I?" worksheet, then go around and introduce yourselves by sharing aspects of your identity

Tips:

- Kick off the sharing yourself and try to push the level of vulnerability by sharing aspects of your identity that are not visible
- End the time by reflecting with your colleagues on how our identities are composed of multiple aspects

# Conscious Inclusion

## Intersectionality Discussion Guide

### 2 Unconscious Bias

*10 minutes*

Review the unconscious bias definitions below with your team and ask for examples of these types of bias they have noticed.

Definitions:

- **In-group / Out-group:** We show affinity for social groups we're a part of (our "in-groups") at the cost of sometimes ignoring groups with whom we do not relate to (our "out-groups")
- **Mini Me Bias (or Affinity Bias):** We tend to associate with individuals we believe are like us
- **"As I Suspected" Bias (or Confirmation Bias):** We tend to only consider information that confirms our point of view and ignore information that conflicts with our point of view
- **Halo/Horn Bias:** Our overall impression of someone (either positive or negative) will directly impact how we perceive almost everything they do
- **Perception Bias:** When assumptions and stereotypes about certain groups obstruct our judgement about individuals
- **Personality Bias:** Based on what we see, we assume an individual's behavior is core to their personality without considering external factors

### 3 Discussion

*5 minutes*

Ask for your colleagues' perspectives on the issues of Diversity and Inclusion.

Prompts include:

- What was it like to select from the attributes on the "Who am I?" worksheet? Was it easy? Difficult?
- Have you ever experienced not being able to bring one aspect of your identity that you selected to work?
- What are some practices you put into place to make sure you are being fair and nonbiased?

### 4 Next Steps

*5 minutes*

Share your biggest personal take-away from the Conscious Inclusion Learning Experience and any "ah-ha" moments you had.

Encourage your colleagues to continue the conversation on these topics – we all need to make the effort to make our unconscious biases conscious!

# Intersectionality Worksheet

We are each made up of multiple social identities that intersection in dynamic ways to shape who we are. Intersectionality captures the complexity of our human experience.

- |                                    |                               |                            |                      |                   |
|------------------------------------|-------------------------------|----------------------------|----------------------|-------------------|
| • In my 20s                        | • Conservative                | • Working Class            | • Stress             | • Buddhist        |
| • In my 30s                        | • Liberal                     | • Middle Class             | • PTSD               | • Christian       |
| • In my 40s                        | • Non-political               | • Wealthy                  | • Survivor           | • Mormon          |
| • In my 50s                        | • Multilingual                | • Gay                      | • Recovering addict  | • Hindu           |
| • In my 60s                        | • Non-native English speaker  | • Lesbian                  | • Vegetarian / Vegan | • Jewish          |
| • In my 70s                        | • American                    | • Bisexual                 | • Animal parent      | • Muslim          |
| • Age is just a number!            | • Foreign national            | • Straight                 | • Caregiver          | • Sikh            |
| • First-generation college student | • First-generation American   | • Other sexual orientation | • Parent             | • Daoist / Taoist |
| • Community college                | • Refugee                     | • Queer                    | • Single parent      | • Shintoist       |
| • Public college/university        | • Immigrant                   | • Man                      | • No children        | • Spiritual       |
| • Private college/university       | • Dual citizen                | • Woman                    | • Godparent          | • Pharmacist      |
| • Online University                | • East Coast                  | • Cisgender                | • Grandparent        | • Non-pharmacist  |
| • Ivy League                       | • West Coast                  | • Transgender              | • Adopted            | • Clinician       |
| • Extrovert                        | • Midwestern                  | • Non-binary/genderqueer   | • Only child         | • What else?      |
| • Introvert                        | • Southern                    | • Learning disability      | • Sibling            |                   |
| • Ambivert                         | • African                     | • Physical disability      | • Aunt / Uncle       |                   |
| • Single                           | • European                    | • Deaf/ hard-of-hearing    | • Twin               |                   |
| • In a relationship                | • Black                       | • Visual impairment        | • Agnostic           |                   |
| • Domestic partner                 | • Asian/Pacific Islander      | • Able-bodied              | • Atheist            |                   |
| • Married                          | • Multi-racial / Multi-ethnic |                            | • Faith: None        |                   |
| • Divorced                         | • Indigenous / Native         | • Diabetic                 |                      |                   |
| • Widow/Widower                    | • Hispanic / Latinx           | • Anxiety                  |                      |                   |
| • Veteran                          | • White                       | • Chronic pain             |                      |                   |
| • Military spouse                  |                               | • Depression               |                      |                   |



# Conscious Inclusion Privilege Discussion Guide

**Purpose:** This discussion guide will aid you in having a conversation with your team about understanding privilege and how experiences that some believe are common may be privileges for others. You can choose to hold this conversation as a primer before your teams go through their learning experience journey or after your team has completed their learning experience to reinforce the learning.

**Objective:** Participants will unpack the concept of privilege to understand how it is enjoyed through different dimensions of identity, and the importance of empowering those without it



## Timing

**30 mins\***

\*potentially more time if  
team exceeds 5-10 people



## Agenda

- |          |                                |               |
|----------|--------------------------------|---------------|
| <b>1</b> | <b>What is Privilege?</b>      | <b>10 min</b> |
| <b>2</b> | <b>Understanding Privilege</b> | <b>10 min</b> |
| <b>3</b> | <b>Discussion</b>              | <b>5 min</b>  |
| <b>4</b> | <b>Next Steps</b>              | <b>5 min</b>  |

## 1 What is Privilege?

*10 minutes*

CVSH defines privilege as the unearned social power (advantages, entitlements, benefits) made available to certain groups by formal and informal institutions. Oftentimes, privilege is invisible to those who possess it, and people who are part of the group in power may deny they have privilege, even when differential benefit is obvious.

People may not realize what privileges they have and take them for granted. Privilege can be found across many aspects of identity.

It may be uncomfortable to consider the ways in which we are privileged, but we know that it is an important step to understand the experiences of others and build empathy and a greater understanding of the lived experiences of our colleagues and customers. We can all certainly agree that understanding the experiences of others and creating equal access to opportunities is an important goal.

# Conscious Inclusion Privilege Discussion Guide

## 2 Understanding Privilege

10 minutes

It is difficult to address privilege and the challenges it presents without first becoming aware of our own.

Have colleagues on your team complete the Understanding Privilege activity by placing checkmarks next to every statement they have experienced.

**Reflect on Privilege**

Often, most people do not realize what privileges they may have and take for granted. Privilege is not only a legal construct, but also social, economical, and religious name a few. This exercise will help learners understand how some of their common experiences may be privileges for others.

Directions: Please use the amenities below to indicate statements that reflect your background or experience.

English is your first language	Mark with checkmark here
You celebrate Christmas / Christian holidays	
You have a name that is easy to pronounce	
At least one of your parents graduated from college	
You've always had health insurance	
You or your family inherited money or property	
You and/or family are citizens of the United States	
You feel comfortable entering a luxury store	
You've never had to worry about skipping a meal due to financial or access reasons	
When working with or leading a group, you do not worry about being described as aggressive	
Your parents had consistent, full-time employment during your childhood	
You feel safe in your neighborhood at night	
You feel safe in interactions with authority figures and police officers	
You graduated from a preferred school for your profession	
You graduated from college without student loans	

CVS Health

### Tips

- Kick things off by sharing your own experience completing this activity and what you learned about your own privilege
- Remind the group that understanding privilege is never about blame for the past, but rather enabling choices for the future
- End the time by reflecting with your colleagues on the collective privilege that you have and how you can leverage it to empower others. Know your impact.

## 3 Discussion

5 minutes

Reflect on the experience of acknowledging your privilege.

Ask:

- What are some ways you realize the benefits of your privilege at CVSH?
- What are some ways you have taken your privilege for granted?
- What are some actions you could take in the future to empower those who do not have the same privilege as you?

## 4 Next Steps

5 minutes

Share your biggest personal take-away from the Conscious Inclusion Learning Experience and any “ah-ha” moments you had.

Encourage your colleagues to continue the conversation on these topics – the more we become aware and understand our privilege, the more we are able to use it to empower those without!

# Reflect on Privilege

Often, most people do not realize what privileges they may have and take for granted. Privilege is not only a legal construct, but also social, economical, and religious to name a few. This exercise will help learners understand how some of their common experiences may be privileges for others.

**Directions: Please use the annotate feature to indicate statements that reflect your background or experiences.**

Annotate with Checkmark Here

English is your first language	
You celebrate Christmas / Christian holidays	
You have a name that is easy to pronounce	
At least one of your parents graduated from college	
You've always had health insurance	
You or your family inherited money or property	
You and your family are citizens of the United States	
You feel comfortable entering a luxury store	
You've never had to worry about skipping a meal due for financial or access reasons	
When working with or leading a group, you do not worry about being described as aggressive	
Your parents had consistent, full-time employment during your childhood	
You feel safe in your neighborhood at night	
You feel safe in interactions with authority figures and police officers	
You graduated from a preferred school for your profession	
You graduated from college without student loans	

## Reflect on the Potential Benefits

The statements on the previous slide identified privileges which can set some individuals 'ahead' of others by providing advantages throughout their life.

**Based on our group's annotations and your own self reflection, let's dive into the potential benefits of each of those privilege statements.**

I feel comfortable navigating in unfamiliar areas, I can simply read signs or ask for directions if needed!	
I never need to take personal time or vacation days to observe my religious holidays.	
I do not have to worry about correcting people when they say my name.	
I was able to learn about the college process from my parents and even consider attending their alma mater.	
I always go to the doctor when I feel unwell or have injured myself.	
When exploring my career, I have a foundation (i.e. security blanket) to support me if needed.	
Regardless of government or policy changes, I know myself and my family will be allowed to live in the US.	
I've never been asked "Can you afford these items?" when browsing stores.	
While I sometimes worry about what to eat for dinner, I never worry if I will be able to find food.	
I feel confident in my leadership style and do not use a questioning tone when leading a group.	
I always felt we would have consistent food and a stable home.	
I can walk around my neighborhood at night without fear of being questioned or the victim of a crime.	
I often do not notice when police officers walk or drive by – unless there are sirens, of course	
Recruiters came directly to my campus and I was even able to chat alumni throughout recruitment	
I was able to use my new salary and budget for my own daily life expenses and savings goals.	



**Conscious Inclusion  
Learning Experience**

**Say This, Not That  
Reference Cards**



# Directions

**The material in this reference guide is available for you to use how you see fit in your work and with your teams. A few suggested ways to use:**

1. Print as flashcards to review independently
2. Print as reference cards and post one or two by your workspace, to remind yourself to replace harmful language you use often with a better choice
3. Use as a discussion starter with your teams in your next team meeting. Flip through this presentation and discuss the terminology to establish common language norms for inclusivity

---

# The words we use matter

## ALLYSHIP

Allyship is the act of advocating for and supporting communities other than your own. An ally is a person of one identify group who stands up in support of members of another group

## ANTIRACISM

Antiracism is the policy or practice of opposing racism and promoting racial tolerance.

## BLACK / AFRICAN AMERICAN

A person having origins in any of the Black racial groups of Africa.

## EQUITY

Equity is when resources are distributed based on the tailored needs of a specific audience. Equity recognizes that some individuals or communities will need more – or different – access compared to other communities.

## PRIVILEGE

Privilege is the unearned social power (advantages, entitlements, benefits) made available to certain groups by formal and informal institutions. Oftentimes, privilege is invisible to those who possess it, and people who are part of the group in power may deny they have privilege, even when differential benefit is obvious.

## PSYCHOLOGICAL SAFETY

Psychological Safety is an aspect of inclusion; to have psychological safety is to make decisions on how to behave without fear or negative consequences of self-image, status, or career.

## RACISM

Racism is a complex system of beliefs and behaviors that result in the oppression of people of color and benefit the dominate group.





*The following “Say This, Not That” slides are structured in the format detailed here:*

**What to say instead?**

An alternative to consider.

**Why?**

Why is this phrase problematic or hurtful?

**Calling in:**

Some conversation starters, instead of calling someone out, call them in...to a conversation.

## Problematic Phrase



# Sexual Preference

## **What to say instead?**

“Sexual Orientation” or “LGBTQ”.

## **Why?**

“Preference” implies that being LGBTQ is a preference, or a choice. Being LGBTQ is NOT a choice.

## **Calling in:**

I am aware that the term ‘sexual preference’ is commonly used; however, saying preference vs. orientation implies that sexual identity is a choice and that heterosexuality is the “norm” or a standard way of life and does not give respect to people that do not consider themselves within that sexual orientation.



**I'm colorblind /  
I don't see color**

### **What to say instead?**

"I aspire to be fair to everyone and treat everyone equally." "I work to celebrate everyone's unique differences."

### **Why?**

While your intent could be inclusive, the impact of your statement may be offensive because it can be perceived as denying any race-based differences, systemic racism, persistent discrimination or racial inequalities. This phrase can be seen as minimizing or invalidating someone's identity (color, heritage, country of origin, culture) and/or their racialized experiences, and disregards the distinct value that their color brings to the table.

### **Calling in:**

I think you meant this in a positive way, however, this phrase could be seen as discrediting the experiences of Black people and their culture.





**You're so articulate (to Black people)**

### **What to say instead?**

"You did a great job with '\_\_\_\_' (be specific)". (e.g., "You did a great job. You always put together concise and compelling presentations and dialogue.")

### **Why?**

When a non-Black colleague tells a Black colleague 'You're so articulate' or 'You speak so well,' the remark suggests that they assumed the person in question would be less articulate — and are surprised to find out they aren't.

### **Calling in:**

I think you meant this as a compliment, but it could be seen as a negative bias that Black people are not smart, when you say it, it sounds like you are surprised and expected less.



**I'm not racist.  
I have friends of color**

### **What to say instead?**

“I recognize that addressing bias and racism is a lifelong journey, and I am actively engaging in that journey”.

### **Why?**

This phrase is offensive because it suggests that a person is immune to race and bias based on the sole reason that they have friends of color.

### **Calling in:**

I understand the importance of being seen as an ally and wanting to express your support, however, saying you have friends of color doesn't mean you can't have racist thoughts or act in a way that results in the oppression of others. Also, it sounds offensive when you say it.





## Illegal Alien

### What to say instead?

“Undocumented Individual” or  
“Undocumented Person”.

### Why?

While “alien” is a legal description, this phrase suggests people are less than human and reduces them to a legal status.

### Calling in:

I know “Illegal Alien” is a correct legal terms for an “Illegal Immigrant”; however, using this language is not empathetic to immigrants in this country, many of whom are working hard and contributing immensely to our society. People are more than their immigration status.



## Grandfathered In

### **What to say instead?**

“Exempt”.

### **Why?**

This legal term broadly refers to the "grandfather clause" adopted by seven Southern states during the Reconstruction Era that effectively excluded freed slaves from voting – a practice that continued until the 1960s.

### **Calling in:**

Hey, you might not know this, however Grandfathered In has a racist history as it was a legal stance to disenfranchise Black voters, so you might want to reconsider using that term.





# Off the Reservation

## What to say instead?

“Off track”.

## Why?

The phrase comes from the days when Native Americans were not legally allowed to leave their reservations and using the phrase outside of its historical context minimizes the experience and may be offensive to Native Americans.

## Calling in:

I know we often use colloquialisms or common phrases to express ourselves as they can be easier to recall and use. However, before using a popular phrase, consider researching its origin, then decide whether it's appropriate to use or replace it with direct language. The phrase “off the reservation” was used historically when Native Americans were not legally allowed to leave their reservations.





## Can you teach me about racism in America? (to Black people)

### What to say instead?

I am going to find resources to learn about racism by searching online or taking advantage of the resources provided by CVSH. These include books, articles, podcasts, movies, TV, etc. After doing my own research, I may ask close colleagues and friends about their experiences and engage in a conversation to learn more.

### Why?

Black people often bear the brunt of educating others about racism. This puts an additional strain on Black people to experience pain and trauma while simultaneously holding space for others.

### Calling in:

I know you're eager to learn more about racism and the Black experience; however, it is a lot to ask someone else to educate you about their personal experiences of racism. Perhaps you research some resources that can help you get educated about the systemic racism in America.



# Peanut Gallery

## What to say instead?

“Observers”.

## Why?

This term refers to the “cheap seat” known for unruly behavior where non-white patrons historically sat and implies that someone's opinions are insignificant.

## Calling in:

You might not know this; however, the Peanut Gallery has a racist history so you might want to reconsider using that term.





**I don't have white privilege.  
I grew up poor**

### **What to say instead?**

"I recognize that by being white, my race has not made my life harder".

### **Why?**

Success of an individual (white or Black) is different than the systematic ways Black people have experienced both income and wealth inequality. Focusing on individual success discounts the ongoing systemic ways Black communities have been disadvantaged.

### **Calling in:**

I understand how the term 'white privilege' can make you reflect on the hardships you have endured; however, please understand white privilege does not mean your life is not hard. It means that your race is not one of the things that makes it hard.



**TikTok is on our social media  
blacklist.**

## **What to say instead?**

“TikTok is on our block list”

## **Why?**

Blacklist is often used to refer to a list of unacceptable or untrustworthy things, while whitelist refers to acceptable or trustworthy things. Shifting to use terms like “Block list / deny list” and “Safe list / allow list” avoid using a connotation that associates black with bad and white with good.

## **Calling in:**

I know it may be a habit to use language such as a ‘blacklist’ and ‘whitelist’ to describe websites, content, or even people, however, this language implies a negative connotation around the word black and can be offensive and hurtful. The relative negative/positive implications of these two words furthers a sentiment that white is better than black.





**The master file hasn't sent out updates to the slave file.**

## **What to say instead?**

“The primary file hasn't sent out updates to the secondary file.”

## **Why?**

In IT, these terms are often used to refer to a machine that has the original data and a machine that updates to match this data, however, these terms have clearly racist roots and the process for technology can be described in a different way.

## **Calling in:**

I understand we may be use to using language like 'master file' and 'slave file' but this language is rooted in racism, can be offensive to colleagues, and is easily replaceable - we can use words such as 'primary' and 'secondary' which also describe the process more clearly.



**John is such a slave driver.**

## **What to say instead?**

“John is such a micromanager. He always sets unrealistic deadlines and expectations.”

## **Why?**

The term ‘slave driver’ is used to describe a person who works others very hard. Historically, this referred to a person who oversaw and urged on slaves at work. Instead, we can use words such as ‘micromanager’ or ‘taskmaster’ to remove racist roots when describing someone who assigns or oversees excessive workloads.

## **Calling in:**

I hear you use the term ‘slave driver’ to imply someone oversees excessive workloads. While it may not be intended, this language is tied to racism and slavery and can be hurtful and offensive. Instead, let’s get in the habit of using terms like ‘micromanager’ or ‘taskmaster.’





**That email from the CEO was  
crazy.**

## **What to say instead?**

“That email from the CEO was surprising.”

## **Why?**

Language such as ‘crazy, nuts, insane, or psycho’ once referred to people who were institutionalized against their will. Using terms such as ‘surprising’ or ‘wild’ avoids association with mental illness when describing something that is unexpected or out of the ordinary.

## **Calling in:**

I understand when you use terms such as ‘crazy’ you mean you were caught by surprise or the situation was unexpected, however, these terms were historically used to refer to mentally ill individuals who were institutionalized against their will. This language can be hurtful to colleagues, especially those with mental illness.



**She's disabled.**

## **What to say instead?**

“She’s a person with a disability”

## **Why?**

When using the terms ‘disabled’ or ‘handicap’ you generalize the population, emphasize the disability and minimize the person as an individual. Using people-first language, such as ‘person with a disability’ acknowledges the person and does not imply that people with disabilities are incapable.

## **Calling in:**

Hey, you may not know this but calling a person with a disability ‘disabled’ can lead them to feel incapable or as though their disability defines them. Let’s try shifting the language to be people-first to intentionally reference the individual as a person – try “she’s a person with a disability.”





**There is a lot of discussion around marginalized communities in this election.**

## **What to say instead?**

“There is a lot of discussion around historically underrepresented communities in this election.”

## **Why?**

Phrases such as ‘marginalized communities’ or ‘communities of color’ imply a lesser importance. Rephrasing your language to specifically address inequities or directly reference the community you are discussing (e.g., Black voters) will create a clear message without underlying negative connotation.

## **Calling in:**

You may not realize this but describing communities as ‘marginalized’ implies these communities are lesser. Try to specifically identify the group you are referring to – this will clarify your conversation and provide a space for that community or group to be known and heard.



**We must stand up for minorities.**

### **What to say instead?**

“We must stand up for people from historically underrepresented communities.”

### **Why?**

Avoid using ‘minority/minorities’ to describe Black communities or historically underrepresented communities. These broad terms ignore cultural contributions of diverse communities. Rather than generalizing, be specific about the group you are discussing (e.g., Black communities) or use ‘people of color’ as this can be used to describe individuals in the US who are nonwhite.

### **Calling in:**

You’re on your way to practicing allyship, however, a tweak in the language you use can go a long way. Rather than using broad language such as ‘minority’ try to be specific or clarify with language such as ‘persons from underrepresented backgrounds.’





# My Personal Commitment to Moving Forward (Example)

Reflect on the actions you can take to help you address unconscious bias. Think about today’s conversation, the Six Signature Traits of Inclusive Leadership, and Active Allyship actions as a reference. After reflecting on biases, think about how you can develop one of the six traits and set goals in support of CVSH’s Social Justice and Equity behaviors.

The personal bias I want to address is:
Addressing this personal bias will impact the CVSH culture by: <i>(How will your actions impact your teams, colleagues, and CVSH culture?)</i>
The inclusive trait I want to develop is:
Developing this trait will impact our inclusive culture by:
My sphere of influence: <i>(Know your impact. What role(s) do you have? What activities do you lead or participate in? How can you be an ally and to whom?)</i>

In support of CVSH’s Social Justice and Equity behaviors to source, advance, and retain diverse talent, I will commit to:

The next 5 days	The next 5 weeks	The next 5 months





# Conscious Inclusion Learning Experience

Participant Packet





# Today's Objectives

At the end of the Conscious Inclusion Learning Experience, **you will be able to** \_\_\_\_\_ 



**Identify** unconscious bias in your day-to-day interactions and experiences



**Implement practices and actions** to counter personal and organizational bias



**Be brave** by speaking up and having difficult conversations when observing non-inclusive behaviors



**Commit** to holding yourself and colleagues accountable to consistently celebrate diversity, and take swift action against non-inclusive behaviors



**Set goals** for how to **source, advance and retain** diverse talent

# Overview of Your Conscious Inclusion Learning Experience

MODULE	ACTIVITIES
Welcome	<input type="checkbox"/> Introduction to the Conscious Inclusion Learning Experience
Intersectionality	<input type="checkbox"/> Learn the concept of intersectionality explore your identities
Incidents of Bias	<input type="checkbox"/> Learn the meaning of unconscious bias, the many ways in which it manifests, and the impact of unconscious biases
Unconscious Bias and Bias Barriers	<input type="checkbox"/> Review six types of common bias and how they manifest in the workplace
Introduction to Conscious Inclusion & Privilege	<input type="checkbox"/> Discuss the connection between unconscious bias and conscious inclusion <input type="checkbox"/> Explore privilege and how it impacts allyship
Six Signature Traits of Inclusive Leadership	<input type="checkbox"/> Learn the Six Signature Traits of Inclusive Leadership framework
Scenarios of Bravery	<input type="checkbox"/> Practice allyship in action by walking through a series of scenarios of bravery
Personal Commitments	<input type="checkbox"/> Spend time developing a personal commitment to fighting unconscious bias and practicing conscious inclusion
Final Reflections	<input type="checkbox"/> Share any final reflections with the room

# Six Types of Bias

## In-Group / Out-Group



They're not like us...therefore we can't relate

We show affinity to social groups we feel a part of (our "in-groups") as opposed to groups with whom we do not identify (our "out-groups")

## "As I Suspected" Bias

*Commonly referred to as Confirmation Bias*



I suspect... therefore you are

We tend to only consider information that confirms our point of view

## Halo / Horn Bias



One time you were... therefore you always are

Our impression of someone based on one incident impacts how we perceive everything they do

## Perception Bias



I assume you all are... therefore you are

When stereotypes and assumptions about certain groups obstruct our judgement about individuals

## Personality Bias



I see... therefore you are

Without considering external factors, we assume an individual's behavior is core to their personality based on what we see

## Mini Me Bias

*Commonly referred to as Affinity Bias*



You're like me... therefore I like you

We tend to associate with individuals we believe are like us

# Six Signature Traits of Inclusive Leadership

## Cognizance of bias

**Acceptance | Self-regulation | Fairness**

Because you must know yourself to know others – must be aware

## Courage

**Humility | Bravery**

Because talking about imperfections involves personal risk-taking

## Commitment

**Personal values | Prioritization | Belief in the business case**

Because staying the course is hard



## Curiosity

**Perspective taking | Openness | Comfort with ambiguity**

Because different ideas and experiences enable growth

## Cultural Intelligence

**Motivation | Awareness | Adaptability**

Because not everyone sees the world through the same cultural frame

## Collaboration

**Empowerment | Team Cohesion | Psychological Safety**

Because a diverse-thinking team is greater than the sum of its parts

# We Work Inclusively: Six Signature Traits of Inclusive Leadership

Content for the Conscious Inclusion Learning Experience is in close alignment with CVSH’s “How We Work” behaviors. The chart below shows how each of the Six Trait’s align with our How We Work behaviors.

How We Work	Curiosity	Courage	Cultural Intelligence	Collaboration	Commitment	Cognizance of Bias
	Demonstrate an open mindset, manage ambiguity and desire to understand how others experience the world	Speak up and challenge the status quo while being openly humble about your own strengths and weaknesses	Proactively seek to understand cultural tendencies and effectiveness in cross-cultural interactions	Empower colleagues and seekout, create the space for, and leverage the thinking of diverse groups	Diversity and inclusion align to your personal values and you believe in the business case	Recognize personal and organizational blind spots and unconscious biases and self-regulate to ensure “fair play”
<b>Innovation</b> <ul style="list-style-type: none"><li>Accelerate innovation &amp; improvement</li><li>Create simplicity</li><li>Thrive on change</li></ul>	★					
<b>Caring</b> <ul style="list-style-type: none"><li>Be consumer obsessed</li><li>Walk in others’ shoes</li></ul>			★			
<b>Collaboration</b> <ul style="list-style-type: none"><li>Join forces for greater good</li><li>Think big</li><li>Know your impact</li></ul>				★		
<b>Accountability</b> <ul style="list-style-type: none"><li>Bring your personal best</li><li>Act, adapt and improve</li></ul>					★	★
<b>Integrity</b> <ul style="list-style-type: none"><li>Inspire trust and fairness</li><li>Be brave</li><li>Respectfully disagree</li></ul>		★				

# What Does Allyship Mean?

## Allyship

*Noun /a- ,lī- ,ship/*

*The act of advocating for and supporting communities other than your own.*

*Being an ally means:*

- Being aware of your own identity and the intersectional identity of others
- Recognizing and actively mitigating biases
- Modelling inclusive leadership



### **Allyship is not simply an “add-on” or “label.”**

It is a part of everyday behaviors—living the values of diversity and inclusion through concrete behaviors. It is not an identity to be claimed.



### **Allyship requires self-awareness of privilege.**

It is built on understanding of one’s own powers and privileges and leveraging those to support others, even if your personal identity is not impacted by the specific challenge.



### **Allyship is strengthened by solidarity and accountability.**

It is seeking to learn about and understand the needs of marginalized people, and aligning our actions to meet those needs.



# Leader Actions required to Advance our Diverse Talent

## Source Diverse Talent

- Ensure every opening is filled using the enhanced hiring toolkit (job description template, internal and external sourcing plan, competency-based interview guide, assessment) to evaluate job candidates fairly and objectively.
- Complete a quarterly comprehensive IDP and talent plan for each colleague in the "Ready 3-5" slate.

## Advance Diverse Talent

- Prioritize promoting internal diverse talent; publicize job opportunities broadly; communicate promotional criteria to the entire team.
- Constantly celebrate diversity, inclusion and equity. Be brave and take swift action if our values are compromised.

## Retain Diverse Talent

- Sr. Directors and above will formally or informally mentor one diverse mentee each year.
- Personally participate and enable all colleagues to invest time to participate in at least 1 CRG each year.

Embed these actions into the mySuccess Action Plan field to accelerate your current business goals



